

## Theoretical Innovation and Teaching Practice in College English Golden Course: A Curriculum-Based Political and Virtuous Awareness Perspective

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**Abstract:** At present, college English teaching is well conducted in basic knowledge impartment. It is, however, less impressive of the work regarding Curriculum-Based Political and Virtuous Awareness. Adopting the Curriculum-Based Political and Virtuous Awareness, the author explored the construction of “Golden Course”, the well-designed college English classroom teaching, based on Xinyang Normal University’s practice. The practice operates on the principle that the Curriculum-Based Political and Virtuous Awareness runs through the whole teaching process, and academic achievement is naturally obtainable.

Theoretically, the Curriculum-Based Political and Virtuous Awareness is the soul of college English course, and is embedded in all its ingredients. Put it simply, the Curriculum-Based Political and Virtuous Awareness is integrated into the process of college English teaching, instead of being simply mentioned while explaining the language points, background information, textual structure, or textual content. Nevertheless, it is inadvisable to mix the elements of Golden Course and Curriculum-Based Political and Virtuous Awareness in an isolated and rigid way. What we did is to affect all students in the process of delivering knowledge and tapping into ideological elements in it.

The new approach proposed by the present paper can be illustrated in the following aspects. First, regarding the curriculum objective, teaching activities all take place under the guidance of the principle of Curriculum-Based Political and Virtuous Awareness, which cultivates a comprehensive set of competencies that help students to think at a “higher level”, solve complex problems and form a habit of innovative thinking. Second, as to the

teacher’s responsibility, he or she bears the task of not only imparting knowledge, but singling out the breakthrough points to conduct Curriculum-Based Political and Virtuous Awareness. Also, his or her teaching wisdom and unremitting pursuit of self-improvement are valued. Third, there are two important points in the respect of curriculum content. On the one hand, a positive attitude is held towards what is intended to convey to students, removing the negative elements, making Golden Course a meaningful cultural product. On the other hand, compilation and reformulation of the textbooks should be undertaken with the core construct of Political and Virtuous Awareness. Fourth, in the regard of curriculum implementation both the macro level and micro level of the Golden Course should be taken care of, expanding from the classroom teaching to campus activities and social practice, and connecting the Curriculum-Based Political and Virtuous Awareness with daily life, so that it will be continuously playing its essential role. Fifth, for evaluation of the teaching effectiveness, Political and Virtuous Awareness must be taken into account and the old notion that it is enough to simply transfer knowledge must be abandoned, thereby combining both external evaluation and internal evaluation.

The research result sheds some light on the theoretical innovation and practice of college English teaching, and it also offers a reference for the reform of foreign language education in future.

**Key words:** College English Teaching; Golden Course; Curriculum-Based Political and Virtuous Awareness; Teaching Approach

## Toward a Structural Model of College English Teachers' Teaching Competence in Curriculum-Based Political and Virtuous Awareness

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**Abstract:** The new educational concept of “Curriculum-Based Political and Virtuous Awareness” derives from the National Conference on Ideological and Political Work in Colleges and Universities. College English teachers have carried out in-depth research and practice since then, and abundant research results have been achieved. However, there is still a dearth of a comprehensive and valid structural model of College English teachers' teaching competence in Curriculum-Based Political and Virtuous Awareness. For this consideration, the present paper proposes such a structural model.

First and foremost, the paper defines the term “College English teachers' teaching competence in Curriculum-Based Political and Virtuous Awareness”, which refers to the teacher's overall psychology and performance while consciously extracting the ideological and political elements contained in College English course in various teaching situations and ingeniously integrating them into the whole process of College English teaching in an appropriate way to realize students' value shaping, ability training and knowledge accumulation. In addition, the paper summarizes its four characteristics. This definition and the four characteristics guide the construction of a structural model concerning such competence.

Then, a structural model of College English teachers' teaching competence in Curriculum-Based Political and Virtuous Awareness is constructed. The proposed model is divided into five domains, i. e. cultivation literacy, disciplinary knowledge, teaching competence, scientific literacy and global competence. Each domain has been further subdivided into dimensions that relate to more specific aspects. The cultivation literacy domain contains four dimensions: teacher ethics, understanding learners, political and virtuous awareness and life-long learning. The disciplinary knowledge

domain contains four dimensions: language knowledge and political and virtuous elements contained, cultural knowledge and ideological and political elements contained, political and virtuous elements contained in language skills learning, and interdisciplinary knowledge and political and virtuous elements contained. The teaching competence domain contains four dimensions: the competence of instructional design, teaching implementation, assessment and teaching resources construction in the process of carrying out Curriculum-Based Political and Virtuous Awareness. The scientific literacy contains three dimensions: teaching reflection and improvement, theoretical research and practical research. The global competence contains five dimensions: digital literacy, critical thinking, team-work and collaboration, intercultural competence and problem-solving and creativity.

Finally, several promoting strategies are put forward: (a) to build a sharing mechanism to understand learners, which includes information sharing and teaching resources sharing; (b) to encourage teachers to participate in teacher training programs to improve cultivation literacy and accumulate disciplinary knowledge; (c) to strengthen teamwork and collaboration to improve global competence; (d) to guide novice teachers to improve teaching competence; and (e) to establish a research system to improve scientific literacy.

The present paper has constructed a structural model. Nevertheless, the corresponding promoting strategies are far from enough. More related research is needed in order to implement the fundamental task of moral education and improve the quality of talent cultivation.

**Key words:** College English; Curriculum-Based Political and Virtuous Awareness; Teaching Competence; Structural Model

## Fuzzy AHP Assessment on Chinese-English Bilingual Short Video —Assessment on the Learning Outcome of Curriculum-Based Political and Virtuous Awareness in the Course of *English for Cultural Transmission*

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**Abstract:** Short videos have become an effective means for the civilian population to participate in media communication due to their simplicity and timeliness, thus promoting multimodality of learning outcomes in colleges. It is also a suitable form to exhibit learning achievement from the emerging teaching mode: Curriculum-Based Political and Virtuous Awareness embedded in professional courses, which is highly encouraged by the National Ministry of Education. We designed a video project assignment—self-made Chinese-culture-related Chinese-English bilingual short videos—for the course of *English for Cultural Transmission*, intending to cultivate college students into “ambassadors” of Chinese culture. However, traditional assessments can hardly meet the requirement of such an assignment since there is a tremendous amount of multimodal information to appraise. We, therefore, proposed an evaluation system per both curricular and ideological objectives, based on the fuzzy analytic hierarchy process (FAHP) using Yaahp software to assess the quality of self-made short videos. After a brainstorming among experienced foreign language teachers, 130 questionnaires about whether or not the indices could reflect the high quality of a bilingual short video made by foreign language learners themselves were collected from the foreign language teachers of over ten colleges in China and the students who had studied this course in our university. The subsequent factor analysis extracted 5 main factors and 18 subordinate factors preliminarily. Then five foreign language experts and teachers of this course were invited to provide an evaluation matrix according to Saaty’s 9-point scale. The

hierarchy construct and weighted analytic scoring system were established with the AHP method programmed in Yaahp software, which included 5 first-level indices and 18 second-level indices weighted. The AHP questionnaires were then generated by Yaahp to collect evaluators’ analytic scores. In addition to consistency examination on the experts’ evaluation matrix, 30 raters were recruited to complete three scoring tasks for six self-made short videos: global scoring and analytic scoring for the first time and analytic scoring for the second time. The Pearson coefficient of ratings at the first time between global and analytic scores was used to test equivalent-form reliability of the weighted analytic scoring system. The coefficient of analytic scores between first and second times examined test-retest reliability. Their scores were further employed for fuzzy evaluation on video grading. The four sets of scores obtained via different evaluation methods (global scoring, analytic scoring without weights, AHP, FAHP) were compared with Friedman’s non-parametric statistic method. Results showed that this system was robust with high reliability and validity due to its high consistency among experts’ evaluation matrix, between test and retest ratings, and between two equivalent forms of ratings. To sum up, this objective and stable evaluation system can provide a reliable method for similar multimodal learning outcomes from the teaching innovation of Political and Virtuous Awareness in foreign language studies or cultural transmission courses.

**Key words:** Curriculum-Based Political and Virtuous Awareness; Fuzzy Analytic Hierarchy Process; Short Video; Chinese Culture; Transmission

## Effects of the Online Instruction Environment on the Acquisition of the English Perfective Aspect

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**Abstract:** Online foreign language learning requires the reconstruction of instructor and learner roles, and their relations, reconsidering factors in many aspects. The instructors need to implement proper pedagogies, strategies, and methods that accommodate their teaching in the new trend. Regarding the effects of foreign language instruction environment on learners' acquisition process, studies have paid little attention. Fewer studies have been implemented empirically on the factors and effects of online instruction environment as related to learners' acquisition process.

On account of test validity, four mediators of the relation between the various environments and the effects of learners' acquisition process are proposed: learning duration, motivation, attitude, and feedback. Accordingly, this study put forward two hypotheses: (1) the learner's L2 acquisition capacity was impacted by the four factors; (2) environmental elements contribute to the learner's L2 acquisition with the selective instruction. Specifically, this paper empirically studied the effects of online and offline instruction environments on English majors' acquisition of the English perfective aspect by respectively taking the pre-/post-task isolated form-focused instructions (IsFFI) in four different groups of subjects, who were randomly chosen from two grades in parallel teaching circles. With the regression analysis and the ANOVA test of the empirical data, this paper firstly explored the impacts of the four factors on the four groups of subjects' acquisition of the English perfective aspect in the online and offline environments respectively, then it compared the effects of the online and offline environments on the college English majors' acquisition of the English perfective aspect.

The results show that the subjects' acquisition of the English perfective aspect is impacted by the above-

mentioned four factors in the online and offline instruction environments. Learning duration has significant effects on the two experimental groups' acquisition of the English perfective aspect in the online environment, but it has no significant effects on the two control groups' acquisition in the offline environment; motivation, feedback modes, and attitude are not in the control of the online and offline environments, but motivation and feedback modes do have significant effects on the four groups of subjects' acquisition of the English perfective aspect, while attitude has significant effects only on the pre-task IsFFI group of subjects' acquisition. The post-test mean values indicate that the best acquisition effect is on the online post-task IsFFI group's acquisition of the English perfective aspect, which suggests that the post-task IsFFI is the optimal pedagogy in the online environment. These study results prove that instruction environments contribute to learners' acquisition with those tested factors. The study targets the comparison of college English majors' acquisition of the English perfective aspect in online and offline instruction environments, providing both the academic and practical perspectives for reference. Accordingly, this study can help instructors reconstruct teacher and student roles, relations, and factors.

Since the assessment tool is merely Superstar under a limited condition, more assessment factors should be considered in the future. The preference of feedback modes is not evaluated due to limited experimental methods. Furthermore, the integrated form-focused instruction is not measured in the online environment. Hopefully, future empirical studies can be developed in those aspects.

**Key words:** Online Instruction Environment; The English Perfective Aspect; IsFFI; Factors



## An Exploration of English Language Major Education from the Perspective of Digital Humanities and New Liberal Arts

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**Abstract:** Under the new era, new circumstance and new reform, there is an urgent need for the innovative development of English language major, so as to nurture high-quality foreign language talents.

It is believed that the construction of the New Liberal Arts should be based on the Industrial Revolution 4.0, intersecting Arts and Science, and integrating the humanities, scientific knowledge, scientific culture and scientific spirit at the core, thus empowering and benefiting both. As a revolution in the production, dissemination and education of humanistic knowledge all over the world, Digital Humanities has deeply integrated science and technology with humanities and social sciences, so it will become an important path for the construction of New Liberal Arts.

In the context of New Liberal Arts construction and Digital Humanities development, the present study explores a new path and model for the cultivation of English majors. It has made the following points: (1) Digital Humanities has a deep origin and close relationship with English language and literature. The practice and research of Digital Humanities are inseparable from the field of English language and literature. Meanwhile, English language and literature can be innovated and developed with the support of Digital Humanities methodology. (2) It's constructive and necessary to cultivate "English + Digital Humanities" talents. "English + Digital Humanities" is an embodiment of integrating Arts and Sciences, which is in line with the goal of the construction of New Liberal Arts. The new talents will have foreign language competence, humanistic quality and digital competence, with critical thinking, innovation and team spirit. (3) It is advantageous for

English majors to cultivate compound talents of "English + Digital Humanities". A number of resources and materials can be found for teaching and research. English majors have certain language advantages and better sensitivity to text and culture. (4) The cultivation of talents in "English + Digital Humanities" needs to be implemented by stages, by levels and in an organized way. "By stages" refers to the gradual realization of the talent training from setting up related courses to establishing English Majors with a Digital Humanities orientation and finally to the English Digital Humanities major. "By levels" means that the objectives of training talents at different levels such as undergraduate, master and doctoral should be different. And "in an organized way" means that universities should take into consideration their own position, characteristics, teaching faculty, etc. when setting up Digital Humanities courses. (5) The concept and goal of foreign language teaching should be updated or reset according to the requirements of the construction of the New Liberal Arts. Participatory and project-based learning should be promoted, diversified achievements should be encouraged, and students' problem awareness, practical ability and innovation ability should be cultivated. (6) Teaching staff should be advanced by recruiting new talents in the teaching and scientific research of "English + Digital Humanities", by training existing teachers, and by establishing interdisciplinary teaching and research teams across colleges and departments. And diversified evaluation systems and mechanisms should be encouraged and developed for interdisciplinary teaching and research.

**Key words:** New Liberal Arts; Digital Humanities; English Major; Foreign Language Education

## The Impact of Intervention and Audio-Visual Correspondence on Lexical Inferencing

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**Abstract:** This study investigates the impact of intervention and audio-visual correspondence on the success of lexical inferencing from video input. The participants were 160 freshmen from four intact classes, which served as the four groups to watch the same video clips twice (but with different levels of intervention) and then complete the same test.  $G_{\text{control}}$  watched the videos without any intervention.  $G_{\text{enhancement}}$  watched the videos with the volume of the target words raised by 6dB played at normal speed the first time and at 0.5 playback speed the second time.  $G_{\text{schema}}$  received a lead-in message displayed on their monitors for three minutes providing background information on the news they were about to watch.  $G_{\text{schema \& enhancement}}$  received intervention in terms of both schema and enhancement. The input material consisted of eight brief news clips from the Associated Press embedded with 13 target words. Of these, eight words had no visual clues from the video and thus were divergent in audio-visual relationship, whereas the remaining five had a close audio-visual correspondence because their concepts were directly or indirectly depicted through the images displayed in the video. After each clip, the participants were told to write down the inferred meaning, orthographic form and recognizable morphemes of the target words on a test paper. However, only the scores of the inferred meaning were operationalized as the dependent variable, while the latter two items were used for analyzing the relationship between form and derived meaning.

The findings are as follows: (1) Although the produced orthographic form and inferred word meaning had a positive correlational relationship, this was not a causal relationship but rather could be attributed to the

participants' listening competence. The participants did not follow the linear bottom-up route of restoring orthographic form, identifying morphemes, and finally deriving the target meaning from the video's context. (2) Intervention had a strong impact on the scores and a post hoc comparison demonstrated that enhancement was more effective than schema input. (3) Audio-visual correspondence also had a significant impact on the scores. (4) In terms of the interaction between the independent variables, for the target words with close audio-visual correspondence, significant improvement to the accuracy of decoded meaning was shown between each level of intervention respectively ( $G_{\text{enhancement \& schema}} > G_{\text{enhancement}} > G_{\text{schema}} > G_{\text{control}}$ ). However, for the target words with no audio-visual correspondence, only enhancement showed significant impact, whereas schema input only appeared to play a minor role ( $G_{\text{enhancement \& schema}} \geq G_{\text{enhancement}} > G_{\text{schema}} \geq G_{\text{control}}$ ). These findings shed light on the importance of material selection and the role of teachers in developing lexical inferencing skills. The optimal source of input is concluded to be videos with images substantiating the concepts of the target words. Instead of providing correct answers, teachers should direct the students' attention to the target words and help them to reduce the burdens on working memory and ease online cognitive processing pressure in order to better comprehend language input and obtain more contextual clues. Alternatively, teachers can also provide more schema-based knowledge or relevant instances of pragmatic usage in order to strengthen students' inferencing skills based on raw input.

**Key words:** Input Enhancement; Schema; Audio-Visual Correspondence; Lexical Inference

## Educational Metaverse: Decade Review of Language Learning in Virtual Reality

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**Abstract:** 2021 was named the year of “Metaverse” by various media. Featuring Extended Reality (XR), Metaverse achieves the ultimate human-computer interaction and shows great potential in the educational sector. Virtual Reality (VR), one of the core concepts of Metaverse attracts the attention of language teachers worldwide as the latest round of computer-assisted language learning technology. Compared with traditional language learning, VR is immersive, interactive, and imaginative, which offers students a foreign language learning environment that the traditional language classrooms lack.

This study compares 50 foreign and 31 domestic research papers in 7 foreign and 9 domestic journals of the past decade. To ensure the authoritativeness and representativeness in the field of computer-assisted language learning (CALL), the selection is carried out by literature screening and advanced keyword searching in journals and reference databases. Using quantitative and qualitative measures, this study discusses the trend and development of VR application in language learning, summarizes its significance, and offers referential suggestions for future domestic research using VR.

In the comparative analysis of domestic and foreign language learning researches featuring Virtual Reality, this study finds that domestic studies are mainly non-empirical, such as VR platform introduction, discussion of teaching value, and exploration of learning mechanisms, and only within the past 2 years have domestic empirical researches been gradually carried out. In the academia abroad, EU's various VR-related projects

have increased empirical research and current studies have expanded in areas such as presence, autonomous learning, learning effectiveness, and teachers' role and guidance. The empirical researches show that VR has certain positive effects on students' listening, speaking, reading, writing, and interpreting competencies. The 3I characteristics of VR (Immersion, Interaction, and Imagination) provide students with an authentic language learning environment and can improve students' language output. Students who have participated in the experiment expressed learning enthusiasms, improved communication skills, and showed less anxiety in language classrooms. The challenges of VR language learning are mainly reflected in computer configuration and specific cost and effect in applying VR to language classrooms. The challenges are shown in the increased workloads of teachers. There are also concerns in learning opportunities as introverted and extroverted students (native speakers and non-native speakers) may interact with the virtual environment differently.

Future research could further combine VR with the development of 5G technology, 3D immersive VR technology, and Artificial Intelligence while verifying the teaching effects through empirical research. The enrichment and integration of Virtual Reality platforms could further push the development of “Edu-Metaverse” where open communication and teaching resources sharing could be normalized.

**Key words:** Metaverse; Virtual Reality (VR); Language Learning; Review

## A Research on the Image of China in Pandemic Related News Headlines: A Transitivity Analysis

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**Abstract:** The COVID-19 pandemic has swept the globe since 2019. China is acting proactively and successfully in protecting its citizens from the virus. At the same time, the news reports of other countries on China have implicitly constructed the image of China. However, research conducted from the perspective of transitivity and focuses on the construction of the national image of China is scant. Therefore, based on the transitivity system in systemic functional linguistics, this study sets out to analyze the headlines of the China-related news reports in *The New York Times* during the COVID-19 pandemic. The reports were retrieved from the LexisNexis corpus. The search terms were “Wuhan”, “Beijing” and “China”, and all the reports published in *The New York Times* that contained the search terms between December 31, 2019, and December 31, 2021, were included. It was found that the number of reports decreased sharply after June 30, 2020, and most of them did not have China as the major report object. Therefore, this paper focuses on the data before June 30, 2020. After discarding irrelevant ones, 515 articles were ready for analysis. The instrument of this study was UAM Corpus Tool 3.0. Finally, 530 transitivity processes were identified. The results reveal that the major processes that characterized the headlines are material process, relational process, and verbal process, among which the material process is dominant, followed by relational process and verbal process, with other processes only taking up marginal proportions. Therefore, further analysis only takes the three major processes into consideration. China-

related participants are found to mainly play the role of Actor, Carrier, Sayer, and so on, among which the Actor is the most frequent role played by China. To further investigate the longitudinal change of reports, the present study divides the timeline into five anti-COVID stages. The number of reports has been found to be minimal at the first stage with only 6 clauses identified, but the number increases sharply in the second stage, then it decreases quickly when it came to the third stage. In the fourth and fifth stages, the number of reports decreases stably. Moreover, the dominant number of material processes persists through all five stages. The development of COVID-19 through the five stages is objectively reported, as indicated by the number of reports. However, *The New York Times*, with strong ideological prejudices, does not objectively report on China's anti-pandemic measures and successes. Strong bias is predominant in all the reports. China has been described as a selfish country that fails to fight the COVID-19 and imposes strict regulations on public opinions. This paper betters our understanding of the national image of China as constructed by *The New York Times*. It also reveals the attitude of *The New York Times* towards China as reflected in the transitivity distribution of the news headlines. We should spare no efforts in telling the world a true story of China and let the world see a true image of China

**Key words:** Transitivity; COVID-19; The Image of China; News Headline

## The Discourse and Translation Turns of China's Image Studies —Using Python-Informed and Bibliometric Methods to Map Research Trends (1994—2021)

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**Abstract:** The image of China constitutes vital strategic resources that bear significant implications on the peaceful rising of China and its (inter) national recognition. Its construction and communication require joint efforts from people from all walks of life and trans-disciplinary studies. Adopting Python-informed and bibliometric methods, this research visualizes the development trends of China's image studies in the period from 1994 to 2021 based on Key Journal articles in the CNKI database with a particular view on its potential problems and future research directions. Overall, studies of China's image showed a clear tendency to serve the national need, foregrounded two themes featured three ways of communication focused on four broad areas, and involved five major disciplines. Recent studies on China's image also showcased clear discourse and translation turns, evidenced in the bursting thematic keywords such as translation, English translation, discursive construction, communication, and so on. While a country's image has both material and symbolic aspects, it is paramount to investigate how China's image has been constructed and communicated in and through discourses of various kinds. This paper has also shown that studies on China's image started to increase after 2008 when there was an urgent need to communicate positive national images of China in the event of Beijing Olympics Games. This paper identified some problems in current studies, and suggested possible avenues for future studies. Specifically, the current China's image studies feature single authors and thus urgently need trans- and cross-disciplinary research collaboration to match its multidisciplinary nature. It is also suggested that researches should focus more on

countries that joined China's Belt and Road Initiative, instead of exerting too many efforts in examining China's image in traditional American and European hegemons. Middle powers are worth investigation as well, particularly in cases where they are important allies of the US in the region. For instance, Australia, as a middle power in the Indo-Pacific region, deserves more scholarly attention, because it has been locked in the intensifying US-China strategic competition. Australia relies on China for its economic prosperity but at the same time depends on the US for strategic security. How a middle power responds to a rising but ideologically different China certainly makes an interesting research topic. Additionally, this research recommends that future studies pay more scholarly attention to the discursive construction and communication of China's image in social multimodal media, in addition to traditional mainstream print media. Big data should be adopted to overcome shortcomings inherent in qualitative studies on China's image that rely on small datasets and are thus heavily criticized. So far, quantitative methods have been largely confined to opinion polls that are too expensive for a research project for most scholars. Corpus-based studies have recently witnessed an upward tendency due to their potential to reduce analysts' bias. Lastly, it is suggested that studies on China's image should move beyond the traditional research territory of evaluating the communication effect of China's image overseas, to one that balances communication of China both in and outside China.

**Key words:** China's Image; National Image; Informativeness; Discourse Analysis; Translation



## How American and Indian Think Tanks Report on Belt and Road Initiative

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**Abstract:** China's Belt and Road Initiative (BRI) promotes the development of infrastructure assets and reshapes the economic and geopolitical landscape of the Indian Ocean rim and Eurasia and provides development assistance to its poorer regions in a web of commerce. The initiative has made tremendous achievements since it was first launched in 2013, but it has also suffered from the impact of the Covid-19 epidemic in 2020. Given the current strategic triangle among China, the United States, and India, it is important to analyze how the U. S. and India comment on BRI. The study adopted a corpus-assisted critical discourse analysis to investigate the image of BRI in the US and Indian think tanks in 2020. This study selected four think tanks from the U. S. and India, with two for each country. All the relevant reports posted in 2020 were obtained from the official websites of four think tanks. Entirely, 91 articles have been collected, 46 from India and 45 from the US.

The study followed three steps of Fairclough's three-dimensional analytical framework, i. e. description, interpretation, and explanation. First, the study explored the linguistic and semiotic features of the US and India corpora through the textual analysis of keywords, collocations, and concordance lines. Then the study conducted an intertextual analysis to investigate the relationship between text and discourse practices by analyzing the information sources and reporting modes. Finally, the study applied socio-cultural analysis to reveal the hidden political, economic, and historical-cultural contexts.

The study found that there were similarities and

differences in the way the US and Indian think tanks portrayed BRI. At the textual level, both think tanks acknowledged the contribution of BRI in promoting the economic development of Asian countries and in providing medical assistance to member countries, but they also pointed out the current problems of BRI, such as the debt crisis, unequal relations among its members and transparency of projects. The American think tanks constructed an image of an economically connected and expanding BRI, depicting the Digital Silk Road as a double-edged sword and the Health Silk Road as an opportunity for China to promote better global public health governance. The India think tanks considered BRI to be a threat to India and a geopolitical tool for China to dominate the world. In terms of discursive practice, the US think tanks tended to cite their government officials and scholars, with Chinese sources rarely appearing, while the Indian think tanks tended to cite foreign officials, experts, and scholars with a particular preference for Western, especially American government officials and experts, which indicates that the US still dominates the world discourse and China's voice is in a weak position. Besides, both think tanks tended to use the reporting mode featuring high intervention to construct the images of BRI. At the explanatory level of social practice, BRI-related discourse was influenced by such factors as politics, economy, history, and culture of the three countries.

**Key words:** American and Indian Think Tanks; Belt and Road Initiative; Critical Discourse Analysis

## On the Construction of MTI Training System Oriented toward the Language Service Industry

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**Abstract:** China's reform and opening-up have witnessed the rapid development of the language service industry, whose connotation and extension have been expanding, bringing both challenges and opportunities for MTI training. This paper first analyzes the three characteristics of the language service industry, namely, information conversion as the core; the increasing importance of technology and management elements; and the involvement of more diversified, subdivided, and verticalized fields and occupations.

Currently, novel features have appeared in the language service industry due to the rapid development of translation education technology. Firstly, as language products are often presented in the digital form, remote services have seen an increase, which promotes the use of translation cloud platforms. Secondly, the deep integration of MT and CAT leads to significant changes in the working mode of translation practice. Thirdly, the service fields of the language service market are constantly subdivided, leading more language service providers to focus on vertical fields, and new service forms and patterns are emerging steadily. Fourthly, language service enterprises in China are on the way of internationalization and regional clustering.

Since the establishment of MTI programs in China, the situation of insufficient market orientation has not been fundamentally changed even after a dozen years, and MTI education still lags behind the development of the

language service industry. As a professional program cultivating high-level language service talents, MTI education should be market-oriented, and the service-oriented MTI training system should be constructed by advancing the level of full-time and part-time faculty, upgrading the training bases and optimizing the curriculum, etc. In the era of technology empowerment, MTI should be advanced in the following aspects: (1) developing a faculty with double competencies (certificates); (2) improving students' translation technology literacy; (3) setting up on-campus and off-campus training bases through the cooperation between government, industry, universities and research institutes, and constructing internship platforms, especially virtual simulation training bases to upgrade online and field internships; (4) renovating the curriculum system according to market demand for building a matrix of language service courses; and (5) exploring a new teaching model that integrates online and offline learning with the help of Virtual Reality, Artificial Intelligence, Big Data, and Internet 5G technology.

The article highlights the expansion of language service capabilities while maintaining the core competitiveness of translation and interpreting capability, and may provide reference for MTI education in improving its quality and achieving its sustainable development.

**Key words:** Language Service Industry; MTI Education; MTI Curriculum; Translation Technology

## Translation Process Research in the Past 30 Years: Evolution of Theoretical Models and Research Trend

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**Abstract:** In the past 30 years, Translation Process Research (TPR) has been developing quickly. Focusing on translators' processing and cognitive behavior, TPR deals with issues in modeling translators' cognitive activities while they are translating. This study attempts to summarize and comment on previous models and studies, to find out the new trends of the study, and to inspire TPR at home. In general, TPR has gone through some important theoretical and/or hypothetical models, such as the "message processing model", "translation cognition model" and "translation competence model". The "message processing model" regards the translation process as a "source language decoding—semantic representation—target language encoding" process and a problem-solving process. This model has simplified the complex translation process and made empirical verification possible. However, it neglects the factors of context and the translator's subjectivity. The "translation cognition model" divides the translator's cognition into two states: flow and pause. The former state indicates the translator's fluent translating activity when the translator tends to produce the target text automatically; and the latter indicates the translator's solving problem state, during which monitor mechanism works, translators need to pause to employ all kinds of cognitive resources to solve the problems encountered. Previous empirical researches focus mostly on the pause state, as it is easy to be spotted. The "translation competence model" focuses on the components of professional translators' competence, aiming to find out how translators develop their expertise and which elements contribute to it. Despite their respective contributions, those models are

proved insufficient in providing a solid theoretical foundation for TPR. However, there have emerged some new trends recently inspired by the "embodied cognition", in which TPR has started to incorporate the translator/interpreter's personality, emotion, interaction with the machine, and environmental factors. This paradigm of research puts translators and translation into a broader scope, and calls for an embodied, embedded, enactive, and extended cognitive concern of translators. Therefore, it has a promising prospect to probe the black box of the brains of translators. Although TPR has thrived in the past three decades, there are still several problems that need to be addressed. Firstly, the lack of a systematic and comprehensive model constrains the development of TPR. Secondly, these studies need to go further to figure out how translators work. Thirdly, the methodology and experiment design are still to be improved. It may shed light on future studies in China in the following three aspects: first, theoretical models, especially the embodied cognition model, are enlightening for theoretical researches in China which have been based mainly on cognitive linguistics. Second, incorporating cognitive science and Chinese theoretical resources may produce new theoretical models with Chinese characteristics. Third, the triangulation of product-based and process-based research methods will provide more solid and comprehensive behavioral and cognitive data of translation activities.

**Key words:** Translation Process Research; Theoretical Model; Embodied Cognition; Personality; Emotion

## Translation Technology Research at Home and Abroad (2000—2021): A Literature Review

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**Abstract:** As neural machine translation technology has entered a stage of rapid development, people's understanding of translation technology has also undergone significant changes, and translation technology has become a major social phenomenon in the new era. By using the methods of systematic review and bibliometrics, this study conducts a quantitative analysis of the research fruits in translation technology during 2000-2021 by retrieving information from two comprehensive citation databases: China National Knowledge Infrastructure (CNKI) and Web of Science (WoS). It aims to reveal the existing problems and put forward some suggestions.

The research trends are as follows: (1) The year 2006 is an important watershed. Before this year, research was still in its infancy. Since then, the research on translation technology has increased dramatically. (2) With the increasing demand for the application of translation technology in the language service industry, the research momentum of translation technology teaching is growing. (3) The interpreting technologies represented by video remote interpreting (VRI), remote simultaneous interpreting (RSI), and over-the-phone interpreting (OPI) are developing rapidly and attracting considerable attention.

The main research problems are as follows: (1) In the domestic and international translation academia, the research on translation technology has not been systematic, the research level is not very high, and the overall research has not received adequate attention. (2) There is no close cooperation among high-impact authors. (3) The research scholars focusing on translation technology are all from colleges and universities, and the

participation of industry research institutes is lacking. (4) The domestic translation studies are mainly speculative, supplemented by empirical studies, while the international studies are the contrary. In addition, only a few studies at home and abroad are adopting mixed approaches.

In the end, suggestions are put forward, including: (1) Improving systematic theoretical construction. The translation academia should re-examine the unique value of translation technology in translation practice, theory, and teaching, innovate the understanding of translation ontology and translation-technology ontology, and promote the systematic development of translation technology research under the framework of applied translation studies in the new era. (2) Promoting diversity among research institutes. Research and development personnel of translation technology enterprises, users, industry associations, and social organizations should be encouraged to carry out joint research projects. Academic exchanges and cooperation at the national, regional, university, and industry levels should not be restricted by geographical boundaries. Relevant administrative authorities should increase their support for research projects at all levels. (3) Strengthening interdisciplinary research. Researchers should make use of AI pattern recognition, data mining, and algorithm model to carry out mixed-method research, explore the key influencing factors and working mechanisms of translation technology, and promote in-depth development of the conceptual system of translation technology and the iterative upgrading of the research paradigms.

**Key words:** Translation Technology; Machine Translation; Computer-Aided Translation; Localization

## An Exploration into Translation Studies from an Interdisciplinary Perspective —A Review of *Beyond Translation*

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**Abstract:** This paper made a brief review on *Beyond Translation* by LUO Xuanmin, and presented its featured themes and academic values. The book explores the essence and rules of translation from multidimensional perspectives of linguistics, literature, culture and other disciplines, and conducts an in-depth investigation into translation studies. With the integration of translation

theories home and abroad, the book expands the research scope and approaches of contemporary translation studies, demonstrating a high sense of foresight and academic originality. The book would shed light on the development of translation studies in the new era.

**Key words:** Translation Studies; Interdisciplinarity; *Beyond Translation*

## Exploring “Translation Revision” from the Perspective of Human-Machine Interaction—A Review of *Translation Revision and Post-Editing: Industry Practices and Cognitive Processes*

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**Abstract:** With digital revolution, human-machine interaction has become the mainstream working mode in the language service industry. Focusing on realistic needs, *Translation Revision and Post-Editing: Industry Practices and Cognitive Processes* explores the latest research topics in the field of translation revision and post-editing in the Western academia, such as those regarding concept definition, technology application, cognitive process, competence training, etc. It points out the apparently

dissolving boundary between translation corrections generated by human brains (translation revision) and those generated by machines (post-editing). With the dual functions of knowledge dissemination and translator education, this book collection may shed some light on translation services, translation studies and translation teaching in China.

**Key words:** Translation Revision; Post-Editing; Machine Translation